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ABSTRACT

Since many of the children attending Wesley School come from homes which have a low income base, it qualifies for federally funded compensatory services. The educational program at Wesley was unique in that the various compensatory programs in operation reflected the use of several diverse methodologies for improving pupil achievement. The total educational program was supported by two primary sources: general funds allocated by the Atlanta Board of Education, and supplementary funds from several compensatory programs. The Comprehensive Instructional Program provided inservice, diagnostic, and descriptive activities. ESEA Title IV-A provided comprehensive day care services to meet the needs of 60 preschool-age children. The extended day care program was made available to 96 children who were siblings of the preschoolers receiving day care. The pupils in Follow Through classes were taught phonic skills by means of the Direct Approach to Decoding, developed on the basis of performance objectives and designed as an integral part of the total reading instructional program. Follow Through provided regular staff with 12 aides. Apart from materials and supplies, Title I provided the services of one lead teacher and five aides. Project Success provided teachers with training in the use of success techniques during a two-week summer workshop. (Author/JM)

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RESEARCH AND DEVELOPMENT REPORT

Vol. VII, No. 30 November, 1973

THE USE OF SEVERAL DIVERSE METHODOLOGIES FOR INCREASING PUPIL ACHIEVEMENT

WESLEY AVENUE ELEMENTARY SCHOOL
1972-73

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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I. INTRODUCTION

Wesley Avenue Elementary School provided educational services to approximately 565 pupils during the 1972-73 school year. Included in the educational services were day care activities for a limited number of children, ages three and four, from low-income families. The other children attending Wesley School were enrolled in grades kindergarten through six.

Many of the pupils attending Wesley School are behind in their educational progress as measured by standardized achievement tests. During the 1971-72 school year, all grade levels were performing below the national norm on the Metropolitan Achievement Tests (MAT). The first grade pupils had a mean ending grade equivalent of 1.5, two months below grade level. Sixth grade pupils had a mean ending level of 4.8, one year and nine months below grade level.

The fact that many of the pupils attending Wesley School are behind in academic achievement by the end of the first grade could be a reflection of the poor readiness of these pupils upon entering school to pursue the standard elementary curriculum.

Wesley Avenue Elementary School is located in the Edgewood-Rustin area of Atlanta which is a relatively depressed neighborhood. The enrollment at Wesley School has been declining, from 760 pupils during the 1970-71 school year, to 680 in 1971-72, to the current 565 pupils in the 1972-73 school year.

Mobility is also increasing as reflected by the mobility index of 0.29 during the 1972-73 school year. The index was 0.22 for the 1971-72 school year and 0.23 for the 1970-71 school year. This increased mobility reflects the increasing movement of pupils into and out of the school during the academic year.

Since many of the children attending Wesley come from homes which have a low-economic base (i.e., per capital income), Wesley qualifies for the compensatory services provided by several federally funded projects.

These projects, while supplementary in nature, were integrated into the existing educational activities at Wesley. The project activities, in general, were designed to extend and enrich the activities in which the pupils at Wesley participate. The educational program at Wesley was unique in that the various compensatory programs in operation reflected the use of several diverse methodologies for improving pupil achievement. The total educational program at Wesley was supported by two primary sources: (1) general funds allocated by the Atlanta Board of Education and (2) supplementary funds from several compensatory programs.

II. SUPPORTIVE SERVICES

Compensatory funds were provided by the following special programs: Comprehensive Instructional Program (CIP), Title IV-A, Follow Through, Project Success Environment, ESEA Title I, and the Career Opportunities Program (COP). Following is a brief description of the services provided by these special programs.

A. Comprehensive Instructional Program

The Comprehensive Instructional Program (CIP) is a special program which was developed by the Instructional Services Center of the Atlanta Public Schools. This program was designed to increase reading achievement in grades one through three and to increase mathematics achievement in grades four through six. The CIP provided inservice, diagnostic, and prescriptive activities. Inservice training was provided for teachers following the identification of problems by the principal, coordinator, resource people, and teachers using the Georgia Education Model (GEM) evaluation instruments. Inservice activities were designed to insure gains for each pupil through diagnostic teaching and training for teachers.

B. Title IV-A

1. Day Care

Title IV-A provided comprehensive day care services to meet the needs of sixty preschool-age children (ages three and four). The day care was designed to serve two basic purposes: (1) to serve as a model for child

care services and (2) to provide opportunities for parents to gain skills in developing techniques and practices in child-rearing. In addition to the day care services, Title IV-A also provided breakfast, lunch, and a snack for the preschoolers.

2. Extended Day

The extended day program was made available to ninety-six children who were siblings of the preschoolers receiving day care. The basic purpose of the extended day program was to allow the parent to work or train for work while having their children cared for during working hours. In addition, the program sought to (1) enhance the self-concepts of the children enrolled; (2) to help children form relationships with one or more children in the group; and, (3) to help children be cooperative and supportive of other children, especially younger children, in the day care center.

C. Follow Through

The pupils in Follow Through classes were taught phonic skills by means of the Direct Approach to Decoding (DAD) which was developed on the basis of performance objectives and designed as an integral part of the total reading instructional program. The Interdependent Learning Model (ILM) was used in all academic areas as the basic approach to instruction. The model consists of instruction through games developed to teach specific objectives and to provide immediate feedback to the participants. In addition to the direct teaching related services, Follow Through provided medical, dental, nutritional, psychological, and social services to eligible pupils, eligibility being determined by family income.

Follow Through provided the regular staff with:

1. Educational Aides

The project provided twelve educational aides to assist teachers of pupils in grades kindergarten through three and one parent assistant to coordinate the program's

clerical activities at Wesley Avenue Elementary School. The educational aides performed under the direction of the classroom teacher during the school day. Following a flexible schedule, the teacher and aide worked with small groups of pupils.

2. Program Assistant

This person served in the role of coordinator between principal and project, and also between Wesley School's Follow Through program and the Follow Through central office. Operating in this capacity, the program assistant provided instructional guidance, dissemination of learning games and material and administrative services (for the project only), as well as pupil progress evaluation.

D. ESEA Title I

Since 54.8 per cent of the pupils at Wesley come from families with incomes of $2,000 or less, Wesley is qualified to receive funds from Title I. In addition to materials and supplies, this program provided the services of one lead teacher and five educational aides. The primary function of the lead teacher was to coordinate the instructional program. In addition to assisting individual teachers with reading activities, she:

1. Organized and developed a reading laboratory for the pupils who are the most educationally deprived.

2. Coordinated the services of the Title I aides who worked in the reading laboratory with the most educationally deprived pupils.

3. Coordinated the Youth-Tutoring-Youth Program (Y-T-Y) which was designed to provide compensatory reading activities after school hours for the most educationally deprived pupils.

E. Project Success Environment

Project Success was in operation in two fourth and two fifth grade classes at Wesley. All the teachers received training in the use of the success technique during a two-week (one-half day sessions) summer workshop which

was held just prior to the beginning of the 1972-73 school year. The two fourth grade teachers had two previous years of experience as a Project Success teacher. One of the fifth grade teachers had one year's experience and the other fifth grade teacher was new to the project.

The teacher training included lectures presenting the theory behind positive contingency management along with guidance in curriculum planning. During the second week of the workshop, each teacher was given the opportunity to apply what she (or he) had learned in an actual classroom setting. The other teachers at the workshop, as well as the project staff, commented and made suggestions regarding how effectively the teachers had applied the success technique during the demonstration. Teachers also received extra pay (two hours per day) by reading assigned materials and passing short tests on the material with ninety per cent accuracy.

The success technique is an application of behavior modification principles which stresses reinforcing desirable pupil behavior and ignoring undesirable behavior. This application of reinforcement principles is familiarly stated as "Ignore and Praise." Project teachers used the success technique to promote two kinds of behavior: (1) desirable classroom behavior (i.e., to increase the percentage of time pupils were involved with assigned academic tasks, and to decrease the number of disruptions); and (2) academic behavior (i.e., the improvement of performance in reading and mathematics).

In order to change these behaviors, teachers gave checkmarks on a Success Card for desirable classroom behavior or for appropriate academic performance. After the first few weeks of school, checkmarks were given primarily for academic behaviors. The pupils could exchange a filled in Success Card for thirty minutes free time in an activity room. The activity room contained items such as dolls, items for playing house, Rock-Em-Sock-Em Robots, tinker toys, and games of interest for pupils this age.

Trained data gatherers observed the project classes approximately once every two weeks. These data gatherers kept a record of the number of reinforcements and punishments administered by the teachers as well as the number of disruptions and percentage of time on assigned tasks exhibited by the pupils. This information was systematically on a special form designed for this purpose by the Project Success staff.

Project teachers were taught to administer descriptive praise and to ignore disruptive behavior. Descriptive praise relates the praise to the specific behavior that the pupil is being praised for. General or ambiguous praise was avoided. In addition, project teachers tried to ignore disruptions. Disruptions were not allowed to become a source of attention for the pupils.

Instruction was individualized to an extent. The classroom arrangement allowed the teacher to present materials to approximately one-third of the class at a time. Another one-third was assigned seat work while the rest of the pupils were allowed to visit one of the five interest stations located around the room. Pupils were given some tasks which they could accomplish easily to allow them to "taste" success. In addition, they were reinforced for their efforts. Attempts were made to evaluate and reinforce frequently and immediately upon completion of academic tasks.

The services of the Elementary School Coordinator, Lead Teacher and four paraprofessional aides were made available to Wesley. The Coordinator and Lead Teacher provided diagnosis, prescription and curriculum guidance for the teachers. The aides monitored the activities of the activity rooms, graded tests, and performed many of the clerical and logistical tasks associated with the use of the success technique.

Whereas the paraprofessional aides worked directly in the schools, activities of the Coordinator and Lead Teacher, as well as other project staff, were conducted from the Project Success central office.

F. Career Opportunities Program

Six of the eighteen aides at Wesley are participants in the Career Opportunities Program (COP), which is part of a nationwide effort to develop a career development model based on the concept that the public education offered to children of low-income families can be improved by reaching into the neighborhood to enlist talented, dedicated adults to serve as educational aides. The COP participants included: three Follow Through aides, one Title I aide, and two Project Success Fnvironment aides. The major purpose of COP is two-fold:

1. To bring to the learning situation persons who can contribute a first-hand understanding of a pupil's needs and values.

2. To provide training which will prepare COP participants for careers of useful service.

III. NEEDS OF THE PUPILS

The instructional program at Wesley Avenue Elementary School during the 1972-73 school year reflected the educational needs of the pupils, which are primarily in the area of reading. According to the faculty, the pupils needed:

A. To develop and improve the basic reading skills.

B. To acquire and extend reading vocabulary.

C. To develop listening skills.

D. To develop basic mathematics skills.

E. To be exposed to interaction with significant adults other than those in their families.

F. To be exposed to early peer group experiences.

G. To receive encouragement and immediate positive reinforcement for attention to assigned academic tasks.

H. To receive encouragement and immediate positive reinforcement for academic achievement, especially in the area of reading.

IV. PROGRAM GOALS

In order to guide the school's program in attempting to meet those needs the following goals were proposed:

A. Pupils will demonstrate significant improvement in basic reading skills.

B. Pupils will acquire necessary listening skills.

C. Pupils will demonstrate significant improvement in basic mathematics skills.

D. Eligible pupils will receive medical care, dental care, and psychological services.

E. Preschool children will demonstrate improvement in their school readiness and self-concept.

F. Nourishing meals will be provided for children.

G. The pupils will receive immediate positive reinforcement in an effort to enhance academic achievement.

V. BEHAVIORAL OBJECTIVES

The following behavioral objectives have been formulated to measure the extent to which the goals of the program have been achieved:

A. A random sample of kindergarten pupils will score significantly higher (.05 level) on the Phonic Skills Test than a comparison group.

B. Beginning with grade one, the pupils will increase their competence in phonics skills so that they will achieve the following gains on the Phonics Skills Test: eight levels for grade one, fifteen levels for grade two, and ten levels for grade three.

C. A random sample of Follow Through pupils will demonstrate positive self-concepts on the Self-Appraisal Inventory (SAI).

D. Each eligible Follow Through child will receive medical and dental check-ups during the year and, when indicated, additional treatment. Individual medical records in the form of a survey-checklist will be kept for each child.

E. Psychological services will be made available to all eligible pupils as needed. Referrals to psychologists will be made by teachers, social workers, or Follow Through staff when a need is observed so that the reason for referral will be eliminated.

F. An increased number of parents will participate in parent meetings, in classroom visitations, and in parent volunteer groups during the 1972-73 school year as measured by a comparison of records kept by Follow Through personnel.

G. Given nine months of intensive instruction in reading, each grade will have a predicted achievement quotient (PAQ) of 98 or above according to the Pupil Achievement Study conducted by the Division of Research and Development.

H. Given nine months of intensive instruction in mathematics, each grade will have a predicted achievement quotient of 98 or above according to the Pupil Achievement Study conducted by the Division of Research and Development.

I. Given the opportunity to participate in a Communication Skills Laboratory (CSL), Title I pupils will show significant improvement in their listening and basic reading skills.

J. A random sample of Title I pupils will demonstrate a positive self-concept as measured by the Self-Appraisal Inventory (SAI).

K. Given exposure to preschool experiences in a day care center, three and four-year-old children will demonstrate age-appropriate skills in social and emotional behaviors, cognitive skills, motor skills, and hygiene and self-help, as assessed by the Southern Regional Education Board (SREB) rating checklist for these skills.

L. Pupils in two fourth and two fifth grade Project Success Environment classes will score significantly higher (.05 level) on the California Achievement Tests (CAT) than a similar control group. Project pupils will also score significantly higher (.05 level) than non-project pupils.

VI. CRITICAL VARIABLES

The following variables were identified as those which were to be developed or changed through the school's program:

A. Reading skills.

B. Mathematics skills.

C. Listening skills.

D. Self-concept.

E. Health.

F. Psychological health.

G. Parent involvement.

H. Self-concept and school readiness in preschool children.

VII. MANAGEMENT AND CONTROL

The activities of the instructional program at Wesley Avenue Elementary School were directed by the principal. A Title I Lead Teacher worked under his direction to coordinate all phases of instruction. She was particularly involved in providing supportive services in the area of reading. Her other duties included the planning of reading activities, the ordering of materials and supplies, and the coordination of inservice activities. Twenty-seven classroom teachers worked under the guidance of the Lead Teacher to provide individualized and group instruction, and to plan classroom experiences that would enable the pupils to realize the behavioral objectives of the instructional program. A librarian also worked closely with the Lead Teacher to provide supplemental services in reading. The Title IV-A Lead Teacher coordinated the activities of the day care and extended day activities at Wesley School and supervised the day care staff which consisted of four group leaders and eight aides.

VIII. PROCESS

Most of the instructional activities occurred in self-contained classrooms for pupils in kindergarten through the sixth grade. The regular program included approximately two hours of instruction daily in Language Arts, during which time the teacher used a basal approach to the teaching of reading. In addition to the standard program, some of the pupils participated in the following activities:

A. Pupils in grades one through three participated in the Comprehensive Instructional Program (CIP). They were expected to benefit in reading from the prescriptive teaching and the CIP diagnostic testing program.

B. Approximately 114 of the most educationally deprived pupils received individualized and small group instruction by educational aides in the reading laboratory.

C. Approximately 300 pupils in kindergarten through grade two participated in the Follow Through Program, which used the Direct Approach to Decoding (DAD) to teach phonic skills and the Interdependent Learning Model (ILM) as a basic approach to instruction in all academic areas. These pupils also received daily instruction in health education.

D. Approximately 110 pupils in two fourth and two fifth grade classes participated in Project Success Environment. These pupils were exposed to a program emphasizing the use of positive reinforcement (especially inexpensive activity reinforcers) contingent upon appropriate social and academic behavior in the classroom. The program stressed academic achievement in the area of reading by allowing each pupil to experience success in reading through individualized and small group instruction.

E. Sixty preschoolers (ages three and four) participated in day care activities, and approximately ninety-six of their siblings participated in extended day activities.

IX. EVALUATION

A. Reading and mathematics achievement was assessed by 1973 Iowa Tests of Basic Skills (ITBS) scores. Relative progress was determined by the predicted and national achievement quotients obtained from the Pupil Achievement Study conducted by the Division of Research and Development.

B. Scores resulting from the Phonics Skills Tests will be used to assess competence in phonics skills.

C. The Self-Appraisal Inventory (SAI) was used to assess positiveness of the self-concepts.

D. A Survey-Checklist was used to assess the health services provided by Follow Through.

E. Home visitation and parent participation records were kept by the Follow Through staff to determine the extent of parent involvement.

F. The Metropolitan Achievement Tests (MAT) in reading was given as a pretest and posttest to Title I pupils to determine gains in reading achievement.

G. Gains made between pretest and posttest administration of the California Achievement Tests (CAT) for the two fourth and two fifth grade Project Success Environment classes were compared to gains made by a control group.

H. After six weeks in the program, preschool children were evaluated using the Southern Regional Education Board (SREB) checklist. Children will be evaluated again at six-month intervals.

X. FINDINGS

A. Iowa Tests of Basic Skills

Achievement in reading and mathematics was determined by pupil performance on the Iowa Tests of Basic Skills (ITBS). A summary of the results is provided in Table 1. The two summary quotients provided by the Pupil Achievement Study conducted by the Division of Research and Development are also in Table 1. The predicted achievement quotient is obtained by comparing the pupils' actual performance with their predicted performance while the national norm quotient compares actual performance with the performance of the national norm. Predicted achievement is obtained by entering the following six factors into a step-wise regression formula: (1) 1972 Metropolitan Achievement Tests (MAT) reading scores, (2) 1972 Metropolitan Achievement Tests (MAT) mathematics scores, (3) mobility index, (4) pupil-teacher ratio, (5) per cent of attendance, and (6) the number of paid lunches.

TABLE 1

ICWA TESTS OF BASIC SKILLS
APRIL, 1973

Grade	Grade Equivalent Score				Summary Quotient	
	Actual	Predicted	National Norm	City-Wide Norm	Predicted	National
READING TEST DATA						
1	1.5	---	1.7	1.6	--	88
2	1.6	1.9	2.7	2.1	82	58
3	2.3	2.4	3.8	2.8	95	60
4	3.3	3.2	4.7	3.6	101	70
5	3.6	3.9	5.7	4.2	91	63
6	4.8	4.9	6.7	5.0	78	71
			Average		93	64
MATHEMATICS TEST DATA						
1	1.5	---	1.7	1.5	--	88
2	1.7	2.0	2.6	2.3	83	65
3	2.3	2.5	3.7	2.8	90	62
4	3.7	3.4	4.7	3.7	108	79
5	4.0	4.2	5.6	4.5	95	70
6	5.3	5.2	6.6	5.2	100	79
			Average		95	71
COMPOSITE TEST DATA						
1	1.3	---	1.7	1.5	--	76
2	1.6	2.1	2.6	2.2	77	60
3	2.4	2.6	3.7	2.9	93	64
4	3.7	3.4	4.7	3.7	108	78
5	3.9	4.1	5.7	4.4	94	68
6	5.5	5.1	6.7	5.1	107	82
			Average		95	70

Table 1 indicates that only the fourth and sixth grades obtained a predicted achievement quotient of 98 or above. These two grades achieved this level in both reading and mathematics as well as on the composite test data. The fourth grade's predicted quotients were 101 in reading, 108 in mathematics, and 108 for the composite test scores. The sixth grade's predicted quotients were 98 in reading, 100 in mathematics, and 107 on the composite test performance.

Assuming that the factors which are entered into the step-wise regression do not change greatly, pupils would need to make the following gains in reading in order to reach the predicted level for the 1973-74 school year: second grade pupils (who had an ending reading level of 1.5 as first graders) would need to gain four months to reach the predicted level of 1.9 for second graders; third grade pupils would need to gain eight months; fourth grade pupils nine months; fifth grade pupils six months; and sixth grade pupils one year and three months. Since the 1973-74 sixth grade pupils will have a lower pretest performance on standardized achievement tests than the 1972-73 sixth graders, the predicted sixth grade predicted level should be lowered accordingly. Any other changes in the factors which are entered into the regression equation, can also affect predictions at other grade levels.

A similar analysis for mathematics would indicate that the following gains would need to be made to reach the predicted levels presented in Table 1: second grade pupils would need to gain five months; third grade pupils eight months; fourth grade pupils one year and one month; fifth grade pupils five months; and sixth grade pupils one year and two months. Again these predictions are subject to changes which may occur in the factors which are entered into the regression equation.

As indicated in Table 1, all grades at Wesley School were performing below national norms in both reading and mathematics. The mean national quotient for all grade levels for reading was 64; for mathematics, 71; and for composite test performance, 70.

In addition, all grades were performing below city-wide norms in reading and all but two grades (the fourth and sixth) were performing below city-wide norms in mathematics. In comparison to city-wide performance, Wesley School was in the 35 percentile on the predicted achievement quotient and in the 21 percentile on the national achievement quotient.

B. Phonic Skills

Follow Through had as its objective the achievement of the following raw scores on the Phonic Skills Tests (PST) posttest: kindergarten pupils, 19; first grade pupils, 31; second grade pupils, 43; and third grade pupils, 61. Table 2 provides the actual mean raw scores made on the PST by pupils in grades kindergarten through three.

TABLE 2

PHONIC SKILLS PERFORMANCE
1972-73

	Mean Raw Score			
Subtest	Kindergarten	First Grade	Second Grade	Third Grade
Letter Sounds	4.7	7.3	8.0	9.3
Decoding	3.3	6.6	9.3	15.2
Auditory Blending	12.0	14.8	15.0	22.5
Oral Reading	3.6	8.0	12.2	18.8
Total	23.7	36.7	44.6	65.7
Objective Level	19.0	31.0	43.0	61.0

All the grades, kindergarten through three, attained a mean raw score on the PST which was higher than that set by the objective. Kindergarten pupils had a mean of 23.7 compared to the objective of 19; first grade pupils had a mean of 36.7 (higher than the objective of 31); second grade pupils made 44.6 (versus the objective of 43); and third grade pupils surpassed their objective of 61 with an actual mean raw score of 65.7. All grades kindergarten through three at Wesley School thus surpassed their objective on the Phonic Skills Test.

C. Performance of Follow Through Pupils on the Iowa Tests of Basic Skills

Follow Through had as its second objective that pupils receiving Follow Through services would achieve the predicted level on the Iowa Tests of Basic Skills (ITBS) as defined by the Pupil Achievement Study conducted by the Division of Research and Development. Predictions were not made for the first grade pupils since previous achievement test data were not available. However, performance of first grade pupils with no previous Follow Through experience as compared with those who participated in Follow Through in kindergarten as well as in the first grade is presented in Table 3.

In reading and in mathematics Follow Through first grade pupils scored at, or almost at, the national norms (1.6 - 1.8). There was a tendency for those pupils who had been in Follow Through for the first grade only to score slightly higher than those pupils who were in Follow Through for kindergarten and first grade, but this difference was not significant.

Table 4 presents the performance of second grade pupils on the Iowa Tests of Basic Skills (ITBS). Second grade pupils are divided into three groups: (1) pupils in Follow Through during the second grade only, (2) pupils in Follow Through during grades one and two, and (3) pupils in Follow Through during grades kindergarten through second. The predicted level for second grade pupils in reading, mathematics, and test total is also presented.

TABLE 3

PERFORMANCE OF FIRST GRADE PUPILS ON THE
IOWA TESTS OF BASIC SKILLS BY YEARS
IN FOLLOW THROUGH

Subtest	Participants in Follow Through During Grade 1 Only		Participants in Follow Through During Kindergarten and Grade 1		t Test
	Number	Mean Grade Equivalent	Number	Mean Grade Equivalent	
Reading Comprehension	20	1.8	56	1.7	-0.98
Math Total	21	1.8	56	1.6	-1.09
Test Total	19	1.6	55	1.5	-1.52

TABLE 4

PERFORMANCE OF SECOND GRADE PUPILS ON THE
IOWA TESTS OF BASIC SKILLS BY YEARS
IN FOLLOW THROUGH

Subtest	Predicted Level	Pupils in Follow Through During Grade 2 Only		Pupils in Follow Through During Grades 1 and 2		Pupils in Follow Through During Grades K - 2	
		N	Mean Grade Equivalent	N	Mean Grade Equivalent	N	Mean Grade Equivalent
Reading Comprehension	1.9	18	1.8	14	1.7	49	1.8
Math Total	2.0	18	2.0	12	1.7	48	1.9
Test Total	2.1	18	1.8	12	1.6	47	1.8

There was not a large difference in the performance of second grade pupils by number of years in the Follow Through program. Those pupils who were in Follow Through during the first and second grades did not do quite as well as those who were in Follow Through for the second grade only or those who participated in grades kindergarten through three (1.7 versus 1.8 in reading and 1.7 versus 1.9 or 2.0 in mathematics). This difference was not significant, however. All three groups, in general, performed slightly below the predicted level in reading, mathematics, and test total.

Table 5 presents the performance of third grade pupils on the ITBS by number of years in Follow Through. The predicted level for third grade pupils in reading, mathematics, and test total is also included.

Pupils who were in Follow Through during grade three only and pupils in Follow Through for grades one through three both scored above the predicted level in reading, mathematics, and on the test total. There was not an orderly increase in achievement with increasing number of years in Follow Through. Data from first, second, and third grades tend to show that the first year participants in the Follow Through program perform slightly better on the ITBS than those pupils with more extended experience. All together, however, first, second, and third grade pupils at Wesley are not performing quite as well as was expected.

D. Performance of Follow Through Pupils on The Self-Appraisal Inventory

The third objective for Follow Through stated that Follow Through pupils would demonstrate positive self-concepts on the Self-Appraisal Inventory (SAI). Table 6 presents the performance of a random sample of ten Follow Through pupils on the SAI.

TABLE 5

PERFORMANCE OF THIRD GRADE PUPILS ON THE
IOWA TESTS OF BASIC SKILLS BY YEARS
IN FOLLOW THROUGH

Subtest	Predicted Level	Pupils in Follow Through During Grade 3 Only		Pupils in Follow Through During Grades 2 and 3		Pupils in Follow Through During Grades 1 - 3		Pupils in Follow Through During Grades K - 3	
		N	Mean Grade Equivalent	N	Mean Grade Equivalent	N	Mean Grade Equivalent	N	Mean Grade Equivalent
Reading Comprehension	2.4	9	2.5	10	2.3	25	2.6	47	2.6
Math Total	2.5	9	2.7	10	2.6	25	2.4	48	2.6
Test Total	2.6	9	2.9	10	2.3	25	2.5	47	2.7

Five scores on the SAI are reported: (1) peer, (2) family, (3) school, (4) general, and (5) total. Kindergarten pupils had a less positive self-concept with regard to peers than did pupils in grades one through three (7.5 versus 8.1, 8.8, and 8.0). First grade pupils were slightly more positive with respect to their families (4.0 versus 3.6, and 3.7). Second grade pupils were slightly less positive with respect to school (7.2 versus 7.6) and in general (5.9 versus 6.4 and 6.7). Total scores on the SAI did not vary much by grade level, however, with the scores ranging from 25.2 to 26.4 out of a total possible score of 40. There is room for positive change in self-concept as is reflected by the discrepancy between actual scores on the SAI (approximately 25) versus the maximum (40).

TABLE 6

PERFORMANCE OF FOLLOW THROUGH PUPILS ON THE SELF-APPRAISAL INVENTORY

Grade	N	Peer	Family	School	General	Total
Maximum Score	--	13.0	6.0	12.0	9.0	40.0
Kindergarten	10	7.5	3.7	7.6	6.4	25.2
First	10	8.1	4.0	7.6	6.7	26.4
Second	10	8.8	3.6	7.2	5.9	25.5
Third	10	8.0	3.7	7.6	6.4	25.7

E. Follow Through Health Records

Follow Through had as its fourth objective that each eligible Follow Through child would receive medical and dental check-ups during the year and when indicated additional treatment. Individual medical records in the form of a survey-checklist was kept for each child. Table 7 presents a summary of the number of children receiving various health services.

TABLE 7

FOLLOW THROUGH HEALTH SERVICE DATA
1972-73

	Number of Pupils
Immunization	
Complete	237
Incomplete	136
Hematocrits	294
Hearing Tests	331
Vision Tests	318
Urinalysis	339
Medical Examinations	283
Dental Examinations	300
Height and Weight	272

All children were screened upon entering the program. While some children had received complete immunizations, others had received only partial immunizations or none at all. Those children having only partial or no immunizations were given the appropriate immunizations to complete their health records. Table 7 reflects that 237 pupils got complete immunizations and 136 others received partial immunizations. In addition, from 272 to 339 pupils received the following tests: hematocrits, hearing and vision, urinalysis, medical and dental examinations, and height and weight records. Medical problems identified by these tests were followed up with appropriate treatment. Health records were kept on all children although some entered and withdrew from the school throughout the year.

F. Follow Through Parent Involvement

Follow Through had as its sixth objective to encourage parent participation in parent meetings, in classroom visitation, and in parent volunteer groups. The Follow Through staff maintained records relating to home visitation and parent participation.

Table 8 presents the home visitation data. There were 225 active Follow Through families at the beginning of the year and 193 at the end of the year. Two hundred and six (or 91.5 per cent) families were visited. The total number of visits made was 262 (or an average of 1.2 visits per family).

TABLE 8

FOLLOW THROUGH HOME VISITATION
1972-73

Number Active Follow Through Families at Beginning of School year	225
Number Active Families at Year End	193
Number Families Visited During the Year	206
Number Home Visits Made During the Year	262
Average Number of Visits Per Family	1.2
Percentage of Families Visited	91.5

Table 9 presents the parent participation data. Of the 193 parents seventy-eight (or 40.4 per cent) provided volunteer services. Between January and May of 1973, these parents contributed twenty-three hours of service in the classroom, fifty-nine hours in health-related activities, seven hours on field trips and 634 hours on other activities for a total contribution of 723 hours of service.

TABLE 9

FOLLOW THROUGH PARENT PARTICIPATION

Number of Parents	193
Number of Participants	78
Percentage Participating	40.4
Volunteer Hours*	
Classroom	23
Health	59
Field Trips	7
Other	634
Total	723

*Records were kept from January 2, 1973 through May 11, 1973.

G. Performance of Title I Pupils on The Metropolitan Achievement Tests in Reading

The Metropolitan Achievement Tests (MAT) in reading was given to a random sample of pupils in grades two through six who were receiving Title I services. The test was given on a pretest (October, 1972), posttest (April, 1973) basis in order to determine if the Title I objective of one month's gain in reading for each month in the program was met. A summary of these data is presented in Tables 10, 11, and 12.

1. Word Knowledge

Table 10 presents the performance of the Title I pupils on the word knowledge subtest. Grades two and three, with sample sizes of twenty-nine and thirty-one pupils, respectively, are seen to have gained eight months and three months, respectively. Thus, second grade pupils attained the objective of one months gain in reading for each month in the program while third

grade pupils did not. The fourth, fifth, and sixth grades had sample sizes of one, six, and three respectively. These grades gained -0.6, 0.0, and -0.3 in word knowledge. These negative gains most likely are a result of the small number involved due to a large number of missing posttest scores.

TABLE 10

PERFORMANCE OF TITLE I PUPILS ON THE METROPOLITAN ACHIEVEMENT TESTS WORD KNOWLEDGE SUBTEST

Grade	Number	Pretest	Posttest	Gain
2	29	1.4	2.2	0.8
3	31	1.9	2.2	0.3
4	1	2.5	1.9	-0.6
5	6	3.4	3.4	0.0
6	3	3.2	2.9	-0.3

2. Reading

Table 11 presents a summary of the Title I pupil performance on the reading subtest of the Metropolitan Achievement Tests (MAT). Second grade pupils gained eight months, third grade pupils gained two months, fourth grade pupils gained eight months, fifth grade pupils gained one month, and sixth grade pupils lost one month. Thus, only the second and fourth grade pupils achieved the objective of one month's gain for each month in the program.

TABLE 11

PERFORMANCE OF TITLE I PUPILS ON THE
METROPOLITAN ACHIEVEMENT TESTS
READING SUBTEST

Grade	Number	Pretest	Posttest	Gain
2	29	1.4	2.1	0.7
3	31	1.8	2.0	0.2
4	1	1.5	2.3	0.8
5	6	3.1	3.2	0.1
6	2	3.1	3.0	-0.1

3. Total Reading

Table 12 presents the total reading performance of Title I pupils in the second and third grades, the only grades for which this data was computed. The second grade pupils gained eight months between pretest and posttest, thus making one month's gain for each month in the program on the total reading test of the Metropolitan Achievement Tests (MAT). Third grade pupils gained only two months, falling considerably short of the objective of one month's gain for each month in the program.

In general, the second grade Title I pupils were the only pupils to achieve consistently the objective, gaining from seven to eight months on the MAT subtests. Conclusions are difficult for grades four through six due to the extremely small sample size. The scores in general on the MAT for these grades reflected considerable variability.

TABLE 12

PERFORMANCE OF TITLE I PUPILS ON THE
METROPOLITAN ACHIEVEMENT TESTS
TOTAL READING SUBTEST

Grade	Number	Pretest	Posttest	Gain
2	29	1.4	2.2	0.8
3	31	1.9	2.1	0.2

H. Performance of Pupils Receiving Both Title I and Follow Through Services on the Self-Appraisal Inventory

Since all pupils in grades kindergarten through three receive Follow Through services, a comparison of the performance of Title I only versus Follow Through only participants is not possible. The performance of pupils receiving Follow Through services only is presented in Part D of the Findings Section.

The Self-Appraisal Inventory (SAI) was given to a random sample of eleven second grade and ten third grade pupils who were receiving both Title I and Follow Through services to determine how positive the self-concepts of these pupils were. The SAI provides a measure of how positive the pupil views himself in relation to his peers, his family, his school, and in general. These data are presented in Table 13. The performance of pupils receiving Follow Through only are presented in Table 13.

Both second and third grade pupils who received Title I services in addition to Follow Through were slightly more positive in the self-concepts than those who received Follow Through only (27.9 versus 25.5 for second grade pupils and 26.6 versus 25.7 for third grade pupils). The pupils were fairly positive in all areas, obtaining over fifty per cent of the total possible scores. There is, however, still room left for continued growth in positive self-concept.

TABLE 13

PERFORMANCE OF PUPILS RECEIVING BOTH FOLLOW THROUGH AND TITLE I SERVICES ON THE SELF-APPRAISAL INVENTORY*

Grade	Number	Peer Maximum Score Equals 13		Family Maximum Score Equals 6		School Maximum Score Equals 12		General Maximum Score Equals 9		Total Maximum Score Equals 40	
2	11	9.0	(8.8)	3.6	(3.6)	8.1	(7.2)	7.2	(5.9)	27.9	(25.5)
3	10	8.2	(8.0)	3.8	(3.7)	8.0	(7.6)	6.6	(6.4)	26.6	(25.7)

*Scores in parenthesis provides performance of pupils receiving Follow Through services only. (Data taken from Table 6.)

I. Performance of Project Success Environment Pupils on The California Achievement Tests

Project Success Environment administered the California Achievement Tests (CAT) in reading and mathematics on a pretest/posttest basis to all project pupils and to a random sample of control pupils. The control pupils were selected from a school similar in socioeconomic characteristics and in achievement to Wesley. These results, along with the ending Iowa Tests of Basic Skills (ITBS) grade equivalents, are presented in Tables 14 and 15.

1. Reading

Table 14 presents the achievement test results in reading. On the California Achievement Tests (CAT), project pupils gained considerably more than the control pupils (1.0 versus 0.3 months in the fourth grade, and 0.7 versus 0.4 months in the fifth grade). There was not much difference, however, in the ending Iowa Tests of Basic Skills (ITBS) reading scores for project and control pupils (3.8 versus 3.7 for the fourth grade, and 3.9 versus 3.9 for the fifth grade).

Although there is some discrepancy between ITBS and CAT ending grade equivalents the CAT results do indicate that Project Success pupils gained more, in reading, than did control pupils, and that they also gained at least one month in reading achievement for each month in the project. There is much less discrepancy between the ending CAT versus ITBS grade equivalents for control pupils than for project pupils (3.7 on the CAT versus 3.7 on the ITBS for fourth grade control pupils, and 4.1 on the CAT versus 3.9 on the ITBS for fifth grade pupils). Project pupils performed better on the CAT than they did on the ITBS.

2. Mathematics

Table 15 presents the Project Success achievement data in mathematics. Again project pupils gained more than control pupils (1.1 versus 0.5 respectively for fourth grade pupils and 0.6 versus 0.4 respectively for fifth grade pupils). Again the California Achievement Tests (CAT) pretest/posttest data indicates a month's

TABLE 14

PERFORMANCE OF PROJECT SUCCESS ENVIRONMENT PUPILS
ON THE CALIFORNIA ACHIEVEMENT TEST IN READING

	Project Success					Control				
Grade	N	Pretest	Posttest	Gain	Ending ITBS Grade Equivalent	N	Pretest	Posttest	Gain	Ending ITBS Grade Equivalent
4	46	3.1	4.1	1.0	3.8	35	3.4	3.7	0.3	3.7
5	42	3.8	4.5	0.7	3.9	39	3.7	4.1	0.4	3.9

TABLE 15

PERFORMANCE OF PROJECT SUCCESS ENVIRONMENT PUPILS
ON THE CALIFORNIA ACHIEVEMENT TEST IN ARITHMETIC

	Project Success					Control				
Grade	N	Pretest	Posttest	Gain	Ending ITBS Grade Equivalent	N	Pretest	Posttest	Gain	Ending ITBS Grade Equivalent
4	46	3.3	4.4	1.1	3.9	35	3.3	3.8	0.5	3.9
5	42	4.6	5.2	0.6	4.3	39	4.3	4.7	0.4	3.9

gain for each month in the project. Again there was no difference in the ending ITBS mathematics grade equivalent for the fourth grade (3.9 for both project and control); however, fifth grade project pupils had an ending ITBS mathematics grade equivalent of 4.3 compared to the 3.9 made by the control pupils.

J. Performance of Day Care Participants on The Southern Regional Education Board Checklist

All children were rated on the Southern Regional Education Board (SREB) checklist within six weeks of entering the day care (February through March, 1973) and again after six months participation in the program. The SREB provides a measure of development in four different areas as well as a total score. These four areas are: (1) cognitive, (2) social-emotional, (3) motor-skills; and (4) hygiene and self-help.

A summary of the percentage gains made on the SREB items between the pretest and posttest rating are presented in Table 16, broken down by age. The pretest rating showed as expected, that older children entering the day care were able to perform more items than were younger children. Upon entering the day care, the youngest age group (two and one-half years of age) could perform only about fifty-three per cent of the items. The oldest age group (four and one-half years of age) could perform approximately seventy-three per cent of the items. All the age groups made gains in the percentage of items they could perform after six months in the day care center. The average gain was twenty-one per cent. The greatest gains were made by the two and one-half and three and one-half year old age group. Both these groups gained thirty per cent in the motor skills that they could perform. The least gain was made by the four and four and one-half year old age group in hygiene and self-help (four and five per cent gains respectively). These small gains can be accounted for by the relatively high percentage of items that these children could perform upon entering the day care center (eighty-eight and ninety-two per cent respectively).

TABLE 16

PERCENTAGE OF SOUTHERN REGIONAL EDUCATION BOARD ITEMS PERFORMED FEBRUARY, 1973 - AUGUST, 1973

Cognitive (38 Items)

Age at Pretest and Posttest	Number	Pretest Per Cent	Posttest Per Cent	Per Cent Gained
2½ - 3	5	40	58	18
3 - 3½	4	53	76	23
3½ - 4	8	44	67	23
4 - 4½	8	62	83	21
4½ - 5	13	58	81	23
		Average		22

Social-Emotional (22 Items)

Age at Pretest and Posttest	Number	Pretest Per Cent	Posttest Per Cent	Per Cent Gained
2½ - 3	5	54	73	19
3 - 3½	4	56	92	36
3½ - 4	8	56	82	26
4 - 4½	8	85	100	15
4½ - 5	13	82	96	14
		Average		22

Motor Skills (24 Items)

Age at Pretest and Posttest	Number	Pretest Per Cent	Posttest Per Cent	Per Cent Gained
2½ - 3	5	64	83	19
3 - 3½	4	63	93	30
3½ - 4	8	64	90	26
4 - 4½	8	78	95	17
4½ - 5	13	74	92	18
		Average		24

TABLE 16 (Cont'd)

Hygiene and Self-Help (20 Items)

Age at Pretest and Posttest	Number	Pretest Per Cent	Posttest Per Cent	Per Cent Gained
2½ - 3	5	64	83	19
3 - 3½	4	66	91	25
3½ - 4	8	69	89	20
4 - 4½	8	88	92	4
4½ - 5	13	92	97	5
		Average		15

Total (104 Items)

Age at Pretest and Posttest	Number	Pretest Per Cent	Posttest Per Cent	Per Cent Gained
2½ - 3	5	53	74	21
3 - 3½	4	58	86	28
3½ - 4	8	56	80	24
4 - 4½	8	76	91	15
4½ - 5	13	73	89	16
		Average		21

The children who were four and one-half years of age upon entering the day care center went to kindergarten at the end of the six-month period. These children were performing at a high level in social-emotional skills (ninety-six per cent), motor skills (ninety-two per cent) and hygiene and self-help skills (ninety-seven per cent). Their performance in cognitive skills was considerably lower (eighty-one per cent). These children had an entrance performance of fifty-eight per cent of the cognitive skills, however, which is quite low as an entrance level for this age group.

Cognitive skills is one area in which Wesley School children are behind from very early during their school careers. It is possibly more difficult for children to "catch-up" in this area via day care experience than perhaps the other skill areas are. Since many of the children are entering the day care at an early age (two and one-half through three and one-half), it is hoped that deficits in the cognitive area can be prevented and that these children can enter the kindergarten program with the skills appropriate to their age group.

If the mean posttest percentage that a particular age group made is compared with the pretest score of children who were of comparable age upon entering the day care, it can be seen that those pupils who had six months of day care experience performed more items on the SREB in almost every instance than those pupils who did not have day care experience. For example, those pupils who were three years old at the time of the posttest performed fifty-eight per cent of the cognitive items. Those pupils who were three years old upon entering the day care could only perform fifty-three per cent of the cognitive items.

On total test performance, three year old children with day care experience could perform seventy-four per cent of the SREB items, compared to the fifty-eight per cent performed by the three year olds without day care. For three and one-half year olds, the percentage was 86 versus 56 with and without day care, respectively. For four year olds the percentage of items was 80 versus 76 with and without day care respectively and for four and one-half year olds the percentages were 91 and 73 per cent with and without day care, respectively. Thus, in almost every instance those children who had six months of day care experience could perform more items on the SREB than children the same age who did not have day care experiences.

XI. COST ANALYSIS

The costs associated with the operation of the educational program at Wesley Avenue Elementary School are presented in Table 17. The general funds expenditure, prorated across grade levels, came to $691 per pupil. The Comprehensive Instructional Program (CIP) contributed $1.54 per pupil for pupils in grades one through six.

Under compensatory funds, Title IV-A Child Day Care provided $447 per pupil for the prekindergarten program and $26 per pupil in grades kindergarten through six. Title I, Part C spent $6 per pupil in the sixth grade. The Atlanta-Dekalb IV-A program spent $212 per pupil in the prekindergarten and approximately $13 per pupil in grades kindergarten through six. Project Success contributed $135 per pupil in the fourth and fifth grades and Follow Through spent $464 per pupil in grades one through three. In addition, the regular Title I program spent $107 per pupil in grades one through six and the Smith-District IV-A spent $44 per pupil for prekindergarten and $2.55 per pupil for grades kindergarten through six.

The total compensatory costs (per pupil), by grade level were as follows: $703 for prekindergarten, $41 for kindergarten, $613 for the first, second, and third grades, $285 in the fourth and fifth grades and $147 for the sixth grade.

The total per pupil costs by grade level, including both the general funds and compensatory expenditures, were as follows: $1,394 for prekindergarten, $732 for kindergarten, $1,306 for first through third grades, and $977 for fourth, fifth and sixth grades.

The last entry in Table 17 provides the cost per unit of the predicted achievement quotient (PAQ) for grades two through six. The PAQ is not computed for grades prekindergarten through one due to the lack of previous achievement data with which to make the prediction. The costs per unit of PAQ were as follows: $17 for the second grade, $14 for the third grade, $9 for the fourth grade, $10 for the fifth grade, and $8 for the sixth grade. Thus, the costs per unit of PAQ attained was much higher for the second, third, and sixth grades than it was for the fourth and fifth grades.

TABLE 17

COST ANALYSIS
TOTAL ADA (PREK - 6) = 573

	Grades								
	Prekindergarten	Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Average
Average Daily Attendance (ADA)	60	59	75	77	87	81	71	63	77
Per Pupil Cost									
A. General Funds									
1. Regular									
a. Salary	$ 644.05	$644.05	$ 644.05	$ 644.05	$ 644.05	$644.05	$644.05	$644.05	$ 644.05
b. Nonsalary	47.17	47.17	47.17	47.17	47.17	47.17	47.17	47.17	47.17
c. Total	$ 691.22	$691.22	$ 691.22	$ 691.22	$ 691.22	$691.22	$691.22	$691.22	$ 691.22
2. Comprehensive Instructional Program (CIP)									
a. Salary	$ -0-	$ -0-	$ -0-	$ 0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-
b. Nonsalary	-0-	-0-	1.54	1.54	1.54	1.54	1.54	1.54	1.22
c. Total	$ -0-	$ -0-	$ 1.54	$ 1.54	$ 1.54	$ 1.54	$ 1.54	$ 1.54	$ 1.54
3. Total General Funds									
a. Salary	$ 644.05	$644.05	$ 644.05	$ 644.05	$ 644.05	$644.05	$644.05	$644.05	$ 644.05
b. Nonsalary	47.17	47.17	48.71	48.71	48.71	48.71	48.71	48.71	48.39
c. Total	$ 691.22	$691.22	$ 692.76	$ 692.76	$ 692.76	$692.76	$692.76	$692.76	$ 692.44
B. Compensatory Funds									
1. Title IV-A									
a. Salary	$ 399.36	$ 23.36	$ 23.36	$ 23.36	$ 23.36	$ 23.36	$ 23.36	$ 23.36	$ 62.71
b. Nonsalary	47.28	2.77	2.77	2.77	2.77	2.77	2.77	2.77	7.43
c. Total	$ 446.64	$ 26.13	$ 26.13	$ 26.13	$ 26.13	$ 26.13	$ 26.13	$ 26.13	$ 70.16
2. Title I Part C Funds									
a. Salary	$ -0-	$ -0-	$ 0.81	$ 0.81	$ 0.81	$ 0.81	$ 0.81	$ 0.81	$ 0.64
b. Nonsalary	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
c. Total	$ -0-	$ -0-	$ 0.81	$ 0.81	$ 0.81	$ 0.81	$ 0.81	$ 0.81	$ 0.64
3. Atlanta-Dekalb IV-A									
a. Salary	$ 151.11	$ 8.84	$ 8.84	$ 8.84	$ 8.84	$ 8.84	$ 8.84	$ 8.84	$ 23.74
b. Nonsalary	61.10	3.57	3.57	3.57	3.57	3.57	3.57	3.57	9.60
c. Total	$ 212.21	$ 12.41	$ 12.41	$ 12.41	$ 12.41	$ 12.41	$ 12.41	$ 12.41	$ 33.34
4. Project Success									
a. Salary	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ 63.01	$ 63.01	$ -0-	$ 16.72
b. Nonsalary	-0-	-0-	-0-	0-	-0-	72.17	72.17	-0-	19.15
c. Total	$ -0-	$ -0-	$ -0-	$ 0-	$ -0-	$135.18	$135.18	$ -0-	$ 35.87
5. Follow Through Program									
a. Salary	$ -0-	$ 0-	$ 395.74	$ 395.74	$ 395.74	$ -0-	$ -0-	$ -0-	$ 165.06
b. Nonsalary	-0-	0-	67.84	67.84	67.84	-0-	-0-	-0-	28.29
c. Total	$ -0-	$ -0-	$ 463.58	$ 463.58	$ 463.58	$ -0-	$ -0-	$ -0-	$ 85.13
6. Title I Regular Program									
a. Salary	$ -0-	$ -0-	$ 106.76	$ 106.76	$ 106.76	$106.76	$106.76	$106.76	$ 84.59
b. Nonsalary	-0-	-0-	0.68	0.68	0.68	0.68	0.68	0.68	0.54
c. Total	$ -0-	$ -0-	$ 107.44	$ 107.44	$ 107.44	$107.44	$107.44	$107.44	$ 85.13
7. Smith District IV-A									
a. Salary	$ 43.66	$ 0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ 6.86
b. Nonsalary	-0-	0-	0-	-0-	0-	0-	-0-	-0-	-0-
c. Total	$ 43.66	$ 2.55	$ 2.55	$ 2.55	$ 2.55	$ 2.55	$ 2.55	$ 2.55	$ 6.86
8. Total Compensatory Funds									
a. Salary	$ 594.13	$ 34.75	$ 538.06	$ 538.06	$ 538.06	$205.33	$205.33	$139.77	$ 360.34
b. Nonsalary	108.38	6.34	74.86	74.86	74.86	79.19	79.19	7.02	65.01
c. Total	$ 702.51	$ 41.09	$ 612.92	$ 612.92	$ 612.92	$284.52	$284.52	$146.79	$ 425.35
C. Total Per Pupil Cost									
1. Salary	$1,238.18	$678.80	$1,182.11	$1,182.11	$1,182.11	$849.38	$849.38	$783.82	$1,004.39
2. Nonsalary	155.55	53.51	123.57	123.57	123.57	127.90	127.90	55.73	113.40
3. Total	$1,393.73	$732.31	$1,305.68	$1,305.68	$1,305.68	$977.28	$977.28	$839.55	$1,117.79
Predicted Achievement Quotient	---	---	---	77	93	108	94	107	95
Cost Per Unit of Predicted Achievement Quotient									
A. Salary	$ ---	$ ---	$ ---	$ 9.00	$ 7.45	$ 6.41	$ 7.37	$ 6.47	$ 7.29
B. Nonsalary	---	---	---	7.96	6.59	2.63	3.03	1.37	4.48
C. Total	$ ---	$ ---	$ ---	$ 16.96	$ 14.04	$ 9.04	$ 10.40	$ 7.84	$ 11.77

XII. CONCLUSIONS AND RECOMMENDATIONS

The pupils in grades one through three are performing considerably below national norms, below city-wide norms and below their predicted levels on the Iowa Tests of Basic Skills (ITBS). The first grade pupils were two months behind national norms in reading, the second grade pupils were one year, one month behind, and the third grade pupils were one year five months behind the national norms in reading. These pupils exhibited these deficits in reading despite the fact that they were receiving services from three special programs (Comprehensive Instructional Program (CIP), Title I, and Follow Through) designed to improve reading in addition to the standard reading curriculum provided by the Atlanta Public Schools.

Performance in the fourth and sixth grades was congruent with the predictions made by the Research and Development Division, however, performance in all three of the upper grades was also considerably behind the national norms in reading. The fourth grade was one year, four months behind; the fifth grade was two years, one month behind; and the sixth grade one year, nine months behind.

Thus, the performance of Wesley School pupils in reading was poor despite the fact that considerable resources designed to improve reading achievement were being provided. Compensatory funds added approximately $613 per pupil above the general funds expenditures in the first three grades. In addition, the services of a Follow Through program assistant, twelve Follow Through aides, a Title I lead teacher, and five Title I aides were available to assist in the reading program for these three grades.

Since adequate resources and services are being provided at Wesley to improve reading, more attention should be paid to the use of these services. Team planning should be used to coordinate the reading efforts. Care should be taken to prevent unnecessary duplication and to make sure that all reading skills are covered, especially reading comprehension. Since Follow Through provides twelve aides to work in grades one through three, Title I efforts should be concentrated in the upper grades. Project Success will no longer be operational in the fourth and fifth grades and there are enough children in these grades needing the Title I services.

The day care pupils who entered kindergarten could perform approximately ninety-seven per cent of all the items on the SREB. Thus, deficits in reading readiness upon school entrance should be significantly reduced. Kindergarten and first grade teachers should be aware of the better preparation of these children and should continuously upgrade their programs to meet the increasingly sophisticated needs of their entering pupils. These enriched early experiences should provide an excellent foundation upon which to build a better mastery of basic reading and mathematics skills for Wesley pupils.